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AUTHOR Cain, Darlene; And Others
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ABSTRACT

The guide describes the STEPS program: Successful Transition to Employment for People with Special needs. Step I begins as a prevocational curriculum in the ninth grade, with students doing hands-on tasks in the classroom and school environment, while receiving related classroom instruction. Step II provides a continuation of activities in Step I and adds optional referral to the Division of Rehabilitation Services, work evaluations, vocational assessments, and part-time community work experience. Step III introduces training for future employment and beginning work experience, such as chores at home, jobs around the school, and volunteer work. Some 11th and 12th graders may also be ready for the vocational training offered at the county career centers. Work study and summer youth programs are additional alternatives for older students. Step IV, "Maintaining Employment," is typically reached in the twelfth grade. This final step provides job training and work evaluation through incorporating all previous steps: preparing for employment, vocational skills assessment, training, and beginning work experience. The guide also includes suggestions for parents in assisting their child's transition from school to work, jobs typically available for disabled students, common mistakes made by young people in beginning their job search, and parent, student, and teacher checklists. (JW)

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HANDBOOK

SUCCESSFUL
TRANSITION TO
EMPLOYMENT FOR
PEOPLE WITH
SPECIAL NEEDS

EC 210266

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STEPS PROGRAM

SUCCESSFUL TRANSITION TO EMPLOYMENT FOR PEOPLE WITH SPECIAL NEEDS

August 1985

WRITTEN BY:

DARLENE CAIN, EMH TEACHER

ANDREA DALTON, RELATED VOCATIONAL INSTRUCTOR

JONNIE JOHNSTON, JOB COORDINATOR, DEPARTMENT OF SPECIAL EDUCATION

BARBARA MAYFIELD, EMH TEACHER

SANDY NASH, RELATED VOCATIONAL INSTRUCTOR

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DIRECTOR'S MESSAGE

In keeping with the philosophy of the Gwinnett County Public Schools that opportunities be made available for every student to achieve to their potential and that every effort be made to graduate students who will be self-sufficient and as independent as possible this handbook is dedicated.

Contained within is a description of our program designed to assist students to prepare for the world of work. It is hoped that with this guide, more of our special students will successfully enter the job market and become productive members of our society and community.

Best Wishes,

William E. Shubert

William E. Shubert
Director of Special Education

THE STEPS PROGRAM
STATEMENT OF PURPOSE

This handbook is designed to provide information for parents, students, and teachers regarding the Successful Transition to Employment for People with Special needs -- or STEPS Program. It will present a plan of successive steps and also specific suggestions for helping our children/students reach their goals of becoming useful and productive members of the working community.

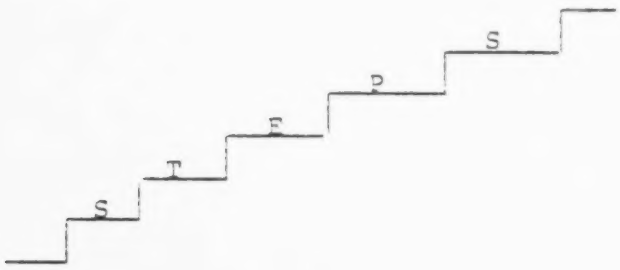
Entering the labor market, for most of us, did not just happen. It required planning on the part of our parents, our teachers, and ourselves. Vocational training began early -- with our first job duties at home, with responsibilities for pets, for younger siblings, and for care of our belongings.

Attitudes towards the value of work were fostered by our own working parents, by parental insistence that chores by done and done correctly, by watching our parents and others in the community taking pride in their work, and by seeing people around us working and saving for the things they needed and wished for in life.

Childhood dependence gradually gave way to independence as our parents began to give us degrees of freedom by letting us cross the street alone, allowing us to select our own clothing, letting us make decisions regarding our free time activities, giving us chores to do without supervision, and allowing us the freedom to go on social outings with our friends.

Our teachers encouraged a work ethic in us by giving classwork and homework, by evaluating and rewarding our work through grades, by assigning classroom duties, by expecting our work to be done within a limited time with limited reminders, by stressing the importance of good attendance, by allowing us the freedom to make mistakes, learn from, and survive them, by teaching us how to work with others, and by praising our efforts to achieve success.

Our children and students need all of this preparation for work, also. Just as our parents and teachers worked to prepare us for leaving school and entering the working community, so must we do the same for our children/students. They need very purposeful planning to help get them there. We hope this program and this handbook will help direct all of us to that end.



THE STEPS PROGRAM
OBJECTIVES

1. To provide a pre-vocational curriculum that will expose students to the world of work. (Refer to teacher's EMH Curriculum Guide)
2. To provide job-seeking skills training.
3. To provide a progression of work-related experiences.
4. To encourage the development of attitudes necessary for successful employment.
5. To develop appropriate work-related behaviors at home and at school that are necessary for future employment.
6. To assist students and parents in making a realistic career choice based on vocational evaluations and work observations.
7. To provide a linkage between parents and community resources.
8. To provide, when appropriate, additional vocational training.
9. To provide parents with suggestions for facilitating job preparation at home through parent group meetings, through an employability skills checklist, through the STEPS parent handbook, etc.
10. To assist students in obtaining and maintaining employment.

PROGRESSION OF STEPS

STEP I

PREPARING FOR EMPLOYMENT:

[B] JOBS AROUND SCHOOL AND/ OR WITHIN CLASSROOM

[A] PRE-VOCATIONAL CURRICULUM (CLASSROOM)

STEP II

VOCATIONAL SKILLS ASSESSMENT:

[E] COMMUNITY WORK EXPERIENCE

1. Volunteer Work
2. Part-time Employment
3. Summer Employment

[D] CREATIVE ENTERPRISES (Opt)

1. Work Evaluation
2. Vocational Assessment
3. Work Adjustment

[C] VOCATIONAL REHABILITATION

1. Referral to Program
2. Vocational Assessment

[B]

[A]

STEP III

TRAINING & BEGINNING WORK EXPERIENCE:

[H] GOVT. SUMMER WORK PROGRAMS (if appropriate)

[G] WORK STUDY (if appropriate)

[F] CAREER CENTER TRAINING (if appropriate)

[E]

[D]

[C]

[B]

[A]

STEP IV

MAINTAINING EMPLOYMENT:

[H]

[G]

[F]

[E]

[D]

[C]

[B]

[A]

THE STEPS PROGRAM

SUMMARY OF STEP I
PREPARING FOR EMPLOYMENT

STEP I of the program begins in the ninth grade with students doing hands-on tasks within their classrooms and/or various jobs around the school. These types of jobs give students some idea of what is expected from them while on a job. On-going observations are made by the teacher regarding work skills, attitudes, speed, behaviors, interests, etc. during this time. Many of these tasks continue to be done by students throughout high school. Some examples of these in-school jobs may be:

1. Doing match-sort in the classroom
2. Colating in the classroom
3. Filing in the classroom
4. Cleaning tables in the cafeteria
5. Stacking chairs in the cafeteria
6. Filling the drink machine in the school
7. Mopping floors
8. Sweeping floors
9. Emptying trash cans
10. Assisting in the library
11. Doing laundry
12. Cleaning water fountains
13. Cleaning bathrooms
14. Cooking(Home-economics room)
15. Running dishwasher in cafeteria
16. Assisting in the gym/fieldhouse
17. Changing beds in the clinic
18. Working the stock room

STEP I also includes classroom work dealing with pre-vocational skills---discussions about types of jobs, skills needed, level of education required, etc.; how to go about finding a job (want-ads, labor dept., help-wanted signs, friends); what information is needed to complete a job application, how to read/spell basic information on the application; how to interview for a job; attitudes and behaviors needed to be successful on a job, etc.

This pre-vocational knowledge and skill development continues to be a part of the classroom curriculum throughout the high school program. Much of this information was also a part of the middle school curriculum. It is vital that this area of pre-vocational work be emphasized at home and at school.

STEPS PROGRAM
SUMMARY OF STEP II
VOCATIONAL SKILLS ASSESSMENT

STEP II of the program is a continuation of STEP I and additionally includes referral to the Division of Rehabilitation Services (formerly Vocational Rehabilitation) if the parent wishes. Rehabilitation Services "is a public service available to you when a physical, mental or emotional disability prevents you from working. Vocational Rehabilitation will assist with those services necessary to help you prepare for and find employment."

Eligibility for the program is (1) You have a physical, mental or emotional disability; and (2) Your disability prevents you from getting or keeping a job; and (3) There is a good chance after receiving Vocational Rehabilitative Services that you will get a job.

Services include receiving counseling, vocational guidance, and job placement services. Assistance with special rehabilitation expenses may at times also be provided. Vocational assessments are also performed.

A counselor from the program will come to the school to meet and interview the students who are eligible. There will also be communication between the counselor and the parent to explain the services of this state agency. It is a service provided through our tax dollars, and it will be available to the client for several years beyond schooling.

The vocational assessments administered by qualified counselors is a valuable part of the information needed by the school and by parents/students to help determine what skills the student may have or may lack for various types of work. It, along with other testing, observations, and work evaluations, can be of great assistance in future job placements.

STEP II also includes possible work evaluations, vocational assessments, and work adjustment provided through Creative Enterprises, a rehabilitation workshop. The center is not affiliated with Gwinnett County Schools, but it does provide services to those students who are clients of the Division of Rehabilitative Services (see above) or of Mental Health. It is at the discretion of the classroom teacher as to whether or when his/her students would go to Creative Enterprises for additional work evaluation.

Another aspect of the vocational skills assessment or STEP II is community work experience. Parents are encouraged to help their child to find part-time or volunteer work in the community. Summer employment on a part-time basis is also encouraged. The classroom teacher and job coordinator for the special education department may additionally be able to provide such experiences for students during the school year. Volunteer work within the community such as working at a nursing home, a grocery store, or a nursery may be, for some students, a part of their community skills program once or twice a week for several weeks.

STEP II is reached at different rates. Some may be ready for it in the 10th grade, while others may not be appropriate for all aspects of it until much later. The most important aspect of this step is the evaluation and assessment begun on students to help guide them and those working with them towards appropriate and realistic career goals.

STEPS PROGRAM

SUMMARY OF STEP III

TRAINING & BEGINNING WORK EXPERIENCE

STEP III includes the preparation for employment from STEP I and the vocational skills assessments from STEP II, but also introduces training and beginning work experience.

Training for future employment takes many forms. It includes classroom tasks, jobs around school, chores and responsibilities at home, volunteer work and other such task-oriented duties. The assessments done in STEP II are on-going, as "trainers" (parents, teachers, employers, etc.) observe and evaluate what strengths and weaknesses exist in the student's work performance.

In addition to the training being done at home and at school, some students may be ready for the vocational training offered by one of the two career centers in the county. Gwinnett Vocational Educational Center at Oakland and Gwinnett Vocational Educational Center at Parkview are the two career centers for high school students within the county school system. Which center a student may attend depends on the location of his/her high school and/or the program selected.

Some of the programs available at the vocational centers include Auto Body, Child Care, Data Processing, Horticulture, Graphic Arts, Food Service (Parkview only), Cosmetology, Electronics, etc. There are certain requirements and academic prerequisites for some programs which limit some special education students in their choices. The difficulty of the curriculum content in other areas proves to be prohibitive to our students, also. But there are several program areas which have proven to be very appropriate for many special needs students.

In addition to the instructor within each program area, the centers also provide special education teachers (Related Vocational Instructors) to work with those students needing their services. These teachers are not only qualified special education instructors, but are also well trained to work in the vocational setting. They work along side the regular lab instructor to help modify curriculum, to provide one-on-one intruction, etc., for those special education students coming from the various high schools.

The programs are for 11th and 12th grade students who qualify and who are interested in pursuing training in one of the available areas. Students are bussed from their respective high schools five days a week either for the morning session (3 periods) or for the afternoon session (3 periods). The programs are based on the semester system, coinciding with the grading periods at the high schools.

Not all students are ready for the type of training offered at the career centers by the 11th grade. Others are still needing in-school training even in the 12th grade. However, for those students who do appear ready for such instruction, it can be a very helpful tool in preparing our students for future employment.

Another aspect of the training and beginning work experience in STEP III is Work Study. This is a program offered some students who have proven that they are ready for and are serious about working on a job within the community.

Beginning in the 11th or 12th grades, work study is a program operated during the school day whereby those students with transportation may leave school usually in the early afternoon to go to a job. Students are monitored on their jobs periodically by the job coordinator for special education or one of the Related Vocational Instructors (RVI's) from one of the career centers (if the student is enrolled there). The student is graded by the employer and the school as to the quality of his/her work, as well as on dependability, pride of work, attendance, attitude, speed, customer/co-worker relations, etc. It is considered to be a class that the student takes off campus.

Work study is not available to all students. Some are not able to take advantage of the program due to lack of transportation. Others are not able to locate a job. Others have too much coursework yet to cover at school to be able to leave early in the school day. Still others simply are not mature enough or still need time working with other skill development areas before they are fully prepared to accept the responsibility and obligations of being a work study student.

For those students who are ready to become a part of the program, work study can be very beneficial. It gives students an opportunity to experience the working environment while they are still a part of the school environment and can discuss work-related problems and situations with their teachers. They also can begin to see the very real relationships between academics, attitudes and behaviors stressed by teachers and those needed on a job. It also gives them an opportunity to make some money during the school year to help pay for school needs (clothes, supplies, yearbooks, football tickets, etc.).

The final aspect of STEP III is the programs supported by the government or community for youth to gain summer employment. The summer youth program funded by the Department of Labor, The Job Training Partnership Act (JTPA), and others can be of benefit to those younger students who have had no work experience, as well as to the older youths having difficulty finding employment. The programs are in no way affiliated with the schools, but they do employ our students and are very helpful in placing students with disabilities. If students can obtain their own summer employment, that is preferable, but if they are unable to or have limited work experience, then this type of jobs program may prove helpful.

STEPS PROGRAM

STEP IV

MAINTAINING EMPLOYMENT

STEP IV, Maintaining Employment, incorporates all previous steps---Preparing for Employment, Vocational Skills Assessment, Training and Beginning Work Experience. It should be reached in the 12th grade for most students and is the final phase of the transition from school to work.

Hopefully, by the 12th grade, most students will have had some work experience. Opportunities provided by the school program to give vocational assessment, work samples and duties and pre-vocational curriculum within the classroom, jobs around the school, reinforcement of good work habits and attitudes by the teacher and other school personnel, vocational opportunities at work centers like Creative Enterprises or at the vocational centers, or even work opportunities on a volunteer basis within the community cannot begin to match the preparation for work provided by the home environment.

No matter what training or work evaluation is performed by the school or community, nothing can be effective without the early beginnings made by the parent in the home. None of these STEPS can be of any benifit to our students without the support of those who matter most to the student -- his parents.

STEP IV may be reached even after the student leaves school and goes into competitive employment or goes to work at a sheltered workshop or work adjustment center. Some students may never reach it. But with purposeful, long-range planning, most students can and will.

TRANSITION: WHAT PARENTS CAN DO.....

PARENTS OFTEN ASK WHAT THEY CAN DO AT HOME TO HELP PREPARE THEIR CHILD TO MAKE THE TRANSITION FROM SCHOOL TO THE WORKING COMMUNITY. IT TAKES PLANNING AND HARD WORK ON THE PART OF THE SCHOOL AND THE PARENTS. STUDENTS DO NOT EASILY GO FROM TWELVE YEARS OR MORE OF THE PROTECTED ENVIRONMENT OF THE SCHOOLROOM TO THE DEMANDING, FAST-PACED, COMPETITIVE ENVIRONMENT OF A JOB. IT DOES NOT "JUST HAPPEN" THAT A CHILD IS READY TO MAKE THAT TRANSITION. FOLLOWING IS A LIST OF SUGGESTIONS THAT MIGHT BE OF HELP TO THE PARENT IN FOSTERING THAT MOVE:

I. Parents can "let go" and support their child's independent functioning by:

- A. Having your child use an alarm clock to wake up in the morning.
- B. Having your child pick out his/her own clothing for school.
- C. Encouraging and supporting your child's participation in group activities, such as school athletic events, dances, church socials, roller skating, etc.
- D. Requiring your child to use a knife, fork, and spoon correctly.
- E. Allowing your child to help prepare meals.
- F. Assigning daily chores and insisting that they be done daily.
- G. Insisting that your child do his/her chores accurately & thoroughly.
- H. Showing your child how to do various independent living skills, such as sweeping, dusting vacuuming, general cleaning, dishwashing, laundry, & yard work.
- I. Encouraging your child to develop good grooming habits, such as combing hair, washing face, brushing teeth, washing hair, cleaning fingernails, bathing, wearing deoderant, & shaving (when appropriate).
- J. Giving your child choices and encouraging him/her to live by the choices that were made.

II. Parents can assist their child in adjusting to changes in their lives by:

- A. Helping your child to be aware of their physical and sexual maturation.
- B. Helping your child to develop appropriate social behaviors and values:
  1. Greetings - handshaking, eye contact, etc.
  2. Making Conversation
  3. Dating/Male-Female Relationships
- C. Helping your child adjust to the changes from Middle School to High School:
  1. Schedule and class changes
  2. More independence / Less dependence on teachers
  3. Being expected to act more maturely.
  4. Meeting new people & making new friends

D. Helping your child adjust to the changes from High School to Work:
   1. Having him/her work along
   2. Having him/her work without supervision
   3. Having him/her work with less reinforcement

E. Having your child make more of his/her own decisions and having him/her accept more responsibility.

III. Parents can help their child to mature by:

A. Helping your child become interested in sports, movies, games, etc.

B. Discouraging cartoons, children's toys, merry-go-rounds, "Hulk" lunch boxes, etc.

C. Correcting inappropriate behaviors, such as talking to him/herself, hugging others too often, inappropriate laughter, nose picking, eye rubbing, temper tantrums, crying, fighting, rocking, nail biting, etc.

D. Avoiding overprotecting your child:
   1. Allow him/her to experience some failure and to overcome the situation on his/her own.
   2. Give him/her some freedom in social situations --- crossing the street alone, going to the movies with friends, etc.
   3. Help him/her to accept the consequences for his/her own actions

IV. Parents can help their child develop appropriate social skills & behaviors by:

A. Involving him/her in grocery shopping.

B. Teaching him/her how to pump gas for the family car.

C. Taking him/her to the store to buy his/her own clothing.

D. Taking him/her to restaurants, movies, school sports events, etc.

E. Requiring him/her to speak clearly and fully express him/herself.

F. Encouraging him/her to help other people.

G. Teaching him/her how and when to show appreciation to others.

V. Parents can be informed about their child's education & available resources by:

A. Attending annual staffings at school.

B. Attending all parent group meetings.

C. Being prompt in returning forms to the school.

D. Knowing and understanding their child's vocational capabilities & possibilit

E. Applying for a social security number for their child prior to 9th grade.

VI. Parents can make commitments to:

A. Transporting your child to and from work or making arrangements for the transportation.

B. Making certain your child arrives at work on time and that he/she is picked up on time.

C. Providing lunch when needed.

D. Contacting available resources within the community -- labor dept. (job service center), employers, mental health, social security, etc.

VII. Parents can help their child seek employment by:

A. Helping your child become aware of help-wanted signs, newspaper want-ads, employment agencies, Georgia Dept. of Labor, bulletin boards, etc.

B. Helping your child contact an employer for an interview.

C. Helping your child complete job applications.

TYPES OF JOBS

Parents often ask what type jobs are available to their disabled child. That varies with the abilities, interests, age, maturity, etc. of the child, but many students have found success in certain types of jobs as first jobs. Below is a list of some of them:

I. Volunteer Jobs:

Nursing Homes (nurse's assistant, dietary worker, wheeling patients outside, reading to patients, activities helper, visitor)

Hospitals (Candy Striper, floral shop, laundry worker, etc.)

Church (fold, staple, mail-out letters, bulletins; nursery worker)

Childcare Center (teacher's helper, kitchen helper)

Neighborhood (yard work, babysitter, pet care, plant care)

Red Cross (types of jobs vary)

Humane Society (pet care, cleaning cages, phone work)

United Way (types of jobs vary)

II. First Jobs, Other:

Newspaper Delivery (age minimum is 12 yr.)

Handing out fliers in parking lots, door-to-door

Babysitting

Mowing Lawns

Window Washing (shops, offices)

Fast Food (age minimum varies from 15 yrs. to 16 yrs.)

Plant Nursery/Landscaper

Movie Theaters

Restaurants

School Custodial

Grocery Stores (age minimum usually 16 yrs.)

Construction

Car Dealerships

Skating Rinks

Office Cleaning Services

Bakeries

JOB LOOKING: COMMON MISTAKES

First jobs can often be difficult to locate because of lack of experience, age, or inability to know where and/or how to job look. Many people with disabilities often do not know their own abilities and feel that no one would possibly want or need them on a job. This lack of confidence only adds to the difficulties of finding that first or second job.

Some common mistakes made by many young people as they begin their job search are:

1. Fear -- it comes across to potential employers as lack of confidence. The more practice a student has in going into a business and asking for an application, filling out applications, interviewing, etc., the more confident he/she will begin to feel.

2. Appearance -- sloppy dress, uncombed hair, too casual (jeans, t-shirts, etc.)

3. Eye contact -- few students are able to look an interviewer in the eye while asking for an application or while interviewing. This, too, will improve with practice.

4. Unprepared -- no pen/pencil, no list or addresses, tel. #'s of references(3), no names/addresses of previous schools attended, no parent work/emergency #'s, no information on types of work desired or hours available to work, transportation to and from a job, etc. Employers are not impressed with applicants who come in to apply without having needed tools and information.

5. Social Security # -- students should have a number prior to high school and should have the number written down and handy. No one is hired without a social security #.

6. Application -- basic information (address, birthdate, tel. #'s, references) should be on a 3x5 card and kept with the student. No employer is going to give serious consideration to an applicant who is not able to complete an application due to lack of information. If reading/spelling is a problem, as it often is with our students, then the student can express that from the beginning---that he/she will need some assistance in completing the application. Neatness is another factor. Sloppy applications are often not given a second look.

7. Parents/Teachers -- If a student needs transportation to the interview by a parent, job coordinator, teacher, or other adult, then that adult should not do the talking for the student at the interview. It appears to the potential employer that the applicant is still too young to get his/her own job.

8. Effort -- lack of effort is probably one of the most common reasons applicants do not find jobs. Going to only one or two places to look is not job-looking. Leaving an application and never calling or returning to check on its status is also not job-looking. Employers say they will "be in touch", but they usually are not. The burden is on the applicant to go or call back.

STEPS PROGRAM

PARENT CHECKLIST

ASK YOURSELF THESE QUESTIONS:

	YES	NO
1. Are you preparing yourself for your child's future independence?		
2. Do you consider your child to be a young adult?		
3. Would you like your child to depend on you less?		
4. Someday would you like your child to work and earn an income?		
5. Someday would you like your child to live independently or in a group home situation?		
6. Are you preparing a life for yourself after your child becomes independent?		

IF YOU HAVE ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, PLEASE COMPLETE THE FOLLOWING CHECKLIST. IT WILL GIVE YOU IDEAS ON WHAT YOU CAN DO TO HELP PREPARE YOUR CHILD TO BE AN INDEPENDENT ADULT AND TO SUCCEED IN THE WORKING WORLD.

DOES YOUR CHILD:	YES	NO	SOMETIME
1. Wake himself/herself up with an alarm clock?			
2. Wear and use a watch?			
3. Use a knife, fork and spoon correctly?			
4. Have appropriate table manners?			
5. Help plan and prepare meals?			
6. Help with the grocery shopping?			
7. Have daily chores?			
8. Do his/her chores without being told?			
9. Do his/her chores thoroughly?			
10. Wait on him/herself (rather than being waited on)?			
11. Get to perform tasks alone?			
12. Do his/her tasks without constant encouragement?			
13. Take care of his/her own belongings?			
14. Do the following:			
Sweep			
Dust			
Vacuum			
Wash dishes			
Laundry			
Yard work			
General cleaning			
Make, change beds			

DOES YOUR CHILD:	YES	NO	SOMET
15. Seem to be aware of monthly household expenses such as utility bills, rent, house payments, etc.?			
16. Act lazy?			
17. Follow directions?			
18. Follow rules?			
19. Have good grooming habits?			
20. Understand the physical changes within his/her body?			
21. Discuss sexual matters with you?			
22. Greet people appropriately?			
23. Act appropriately in public?			
24. Use the telephone correctly and take messages properly?			
25. Speak and express himself clearly?			
26. Get corrected when he/she uses incorrect language or speech?			
27. Get involved in family and other group activities?			
28. Show interest in sports, movies, etc.?			
29. Have some freedom in social situations such as crossing the street alone, going to the store/movies with friends?			
30. Have opportunities to be of help or service to other people?			
31. Show appreciation to others?			
32. Understand traffic rules, signals, and signs?			
33. Have the opportunity to pump gas?			
34. Plan his/her time?			
35. Go shopping for his/her clothing?			
36. Go shopping for gifts?			
37. Have opportunities to make his/her own choices?			
38. Make decisions concerning:			
What to wear?			
How to spend free time?			
How to solve a problem?			
How to spend his/her own money?			
39. Show you school forms?			
40. Return forms to school promptly?			
41. Have good school attendance?			
42. Accept the consequences of his/her actions?			
43. Tell lies or stories?			
44. Live in a fantasy world?			
45. Cope well with his/her successes?			
46. Cope well with his/her failures?			
47. Understand that failure is normal?			
48. Adjust well to changes in schedule or routine?			
49. Show confidence?			
50. Discuss his/her feelings with you?			
51. Seem to have outgrown the following:			
Hugging?			
Talking to him/herself?			
Fighting?			
Rocking?			
Nose picking?			
Having temper tantrums?			
Rubbing eye/face?			
Playing with him/herself?			
Playing with toys?			

DOES YOUR CHILD:

	YES	NO	SOMETIME
52. Have a social security number?			xxxxxxxx
53. Understand his/her vocational:			
capabilities?			
possibilities?			
limitations?			
54. Have transportation to a job?			
55. Have a desire to work?			
56. Want to make money?			
57. Want to stay home with you rather than have a job?			
58. Discuss with you what he/she wants to do vocationally?			

TRANSITION: WHAT STUDENTS CAN DO.....

Students, you have an exciting and yet difficult job ahead of you.....preparing yourself to go to work. It is one of the most rewarding jobs you will ever have prior to your actually getting a job. Getting yourself ready to leave school and enter the working world is hard work. You will have to do some of the following things:

1. Do chores at home -- this is practice for a future job.
2. Do your chores without someone telling you to -- your future boss will expect you to do your work without being reminded.
3. Take pride in your jobs around home -- this, too, is good practice for your future jobs. How you do your work, not just doing it, will be noticed by your boss and your co-workers. Think of each task you do as something you would want to sign your name to when you are finished.
4. Help buy groceries and prepare meals
5. Learn how to operate dishwashers, washing machines, vacuums, etc. around your house.
6. Do things on your own -- go to movies, games, skating rinks, etc., with your friends. Shop for and select your own clothing.
7. Begin applying for jobs -- go to businesses and ask for an application. Practicing that and practicing filling it out will be a smart thing to do.
8. Notice want-ads, help-wanted signs -- you may find your own job that way.
9. Make sure you have a social security number.
10. Practice using the telephone correctly. Many students do not sound polite on the phone, nor do they know how to take messages correctly.
11. Practice greeting people -- "Hello, how are you?" and looking them in the eye while speaking.
12. Help other people -- many young people do not ever think other people may need them, their help, or their time.
13. Make sure you are well-groomed -- bath, wash your hair, be neat.
14. Do your work at school -- you should do your classwork and homework without the teacher or your parent reminding you to do it, to do it well, or to do it quickly.
15. Be responsible -- teachers talk to you about returning forms to school, bringing in your homework, passing messages on to your parents. Employers on a job will also expect you to be responsible, and school is practice for that.

EMPLOYABILITY SKILLS CHECKLIST FOR STUDENTS

DO YOU:	Always-3	Sometimes-2	Seldom-1	Never-0
1. follow two step directions?				
2. accept constructive criticism?				
3. get along well with teachers?				
4. get along well with other students?				
5. work well in a group?				
6. show confidence?				
7. show a positive attitude about work (not a complainer)?				
8. dress appropiately?				
9. have good personal hygiene?				
10. come to school everyday?				
11. get to class on time everyday?				
12. complete assignments?				
13. work without constant supervision?				
14. get work finished on time?				
15. take care of books and personal belongings?				
16. demonstrate safety consciousness?				
17. show common courtesy?				
18. do work of satisfactory quality?				
19. demonstrate dependability?				
20. work consistently?				
21. demonstrate honesty?				
22. work successfully despite personal problems?				
23. do you do your share of the work?				
24. observe school rules?				
25. work well under pressure?				
26. adapt to varied work assignments?				
27. tolerate repetitive work?				
28. ask for help when it is needed?				
29. accept help when it is offered?				
30. make appropriate judgement decisions?				
31. show initiative?				
32. accept responsibility for your own actions?				
33. return materials on time (forms, homework, etc)				
34. express self appropriately?				

Total Points _____

TRANSITION: WHAT TEACHERS CAN DO.....

Teachers have the pleasure and responsibility of helping to prepare students for future employment. It is a demanding yet exciting venture. Many parents look to teachers to carry the main responsibilities for preparing their child for life after school, but it is actually a joint venture among the teacher, parent and child. No preparation at school is effective without the on-going preparation in the home.

There are so many demands made on teachers of special education students. This handbook is not meant to be another set of demands on the teacher's time, but it does offer for us all suggestions for helping our students in the transition process from school to the working world.

Below are some suggestions for teachers in aiding in that process. They coincide with what has been seen as behaviors, attitudes, and skills needed on the job. Many of the things we do in the classroom as teachers can help or hinder in preparing students to leave the safe and predictable atmosphere of the school and go into that demanding, competitive environment of the job market.

1. Give time limits to tasks -- employers require speed and do not constantly remind employees to "get back to work" or "speed up".
2. Limit repeating of directions -- employers say it once or twice.
3. Emphasize attendance -- students cannot be fired for poor attendance or tardiness, employees can.
4. Limit number of cues -- there are few on a job.
5. Phase out close supervision -- employers cannot be as available as teachers. A major complaint from employers is that student employees will do as they are told and then stand around and wait for more instructions rather than going on to the next task.
6. Ask "Why" questions -- schools often produce "robots" who cannot think or make decisions. On interviews, when students are asked why they want to work or what schedule they prefer, they often cannot answer. On jobs that require judgment or decision making, they often cannot function adequately.
7. Vary wording of directions, questions -- employers do not always say the same things or give the same directions using the same phrases.
8. Encourage small group problem solving -- working with co-workers is not easy
9. Discuss ways to handle criticism -- students often "cave in" when criticised by a supervisor.
10. Role play difficult job situations -- yelling bosses, dishonest co-workers, flirting, calling in sick, making requests, etc.)

Employability Skills Checklist for Teachers

Does he/she:	Always-3	Sometimes-2	Seldom-1	Never-0
1. follow two step directions?				
2. accept constructive criticism?				
3. get along well with teachers?				
4. get along well with other students?				
5. work well in a group?				
6. show confidence?				
7. show a positive attitude about work (not a complainer)?				
8. dress appropiately?				
9. have good personal hygiene?				
10. come to school everyday?				
11. get to class on time everyday?				
12. complete assignments?				
13. work without constant supervision?				
14. get work finished on time?				
15. take care of books and personal belongings?				
16. demonstrate safety consciousness?				
17. show common courtesy?				
18. do work of satisfactory quality?				
19. demonstrate dependability?				
20. work consistently?				
21. demonstrate honesty?				
22. work successfully despite personal problems?				
23. do his/her share of the work?				
24. observe school rules?				
25. work well under pressure?				
26. adapt to varied work assignments?				
27. tolerate repetitive work?				
28. ask for help when it is needed?				
29. accept help when it is offered?				
30. make appropriate judgement decisions?				
31. show initiative?				
32. accept responsibility for his/her actions?				
33. return materials on time (forms,homework,etc)				
34. express self appropriately?				

Total Points _____

The transition from school to work is exciting! When students, teachers, and parents work together, it can be a smooth and successful one. It will not happen by itself, without effort. It will take hard work and purposeful planning from everyone. But with each STEP comes another one, each one leading to a higher level of accomplishment. Soon, the top is underneath the feet of that student who has worked for it.

CONGRATULATIONS!!!

YOU'RE ON YOUR WAY!!!!